DOCUMENT RESUME

ED 101 877 RC 008 303

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TITLE Longitudinal Enrollment Dynamics and Changes in Ethnic Proportionality.
INSTITUTION Salinas Union High School District, Calif.
PUB DATE 18 Mar 74
NOTE 11p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS Class Size; Dropout Rate; *Enrollment Trends; *Ethnic Distribution; *High School Students; Longitudinal Studies; *Spanish Speaking; *Tables (Data)
IDENTIFIERS *California; Salinas

ABSTRACT

The Federal Racial/Ethnic Surveys of the Salinas Union High School District were examined to identify changes in ethnic proportions within a particular class from its entry in the 9th grade until the 12th grade. The 9th, 10th, 11th, and 12th grade proportional distributions are reported by school (Alisal High School, North Salinas High School, and Salinas High School) and district beginning with the year 1967. Although the totals of all racial and ethnic groups were used to compute percentages, only Spanish surnamed and the survey category "All Others", which includes everyone except American Asians, Native Americans, Blacks, and Spanish surnamed, are shown. A strong warning is given against "casual interpretation of the information presented as an authoritative indication of a dropout problem" since the longitudinal decreases may be due to such variables as: (1) transfers to other school districts, regular high schools (intradistrict), Salinas Adult School, home teaching, Special schools, city parochial schools, Mt. Toro High School, or New Directions School; (2) early graduation; (3) release from school to meet graduation requirements at Hartnell Community College; and (4) dropping out (discontinuation of progress towards satisfying high school diploma requirements). (NQ)

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March 18, 1974

Instructional Services Division
Research Report No. 6

Subject: Longitudinal Enrollment Dynamics and Changes in Ethnic Proportionality

At the present time, a definitive answer to the question of longitudinal changes in ethnic proportion of a high school class does not exist. Each of the district's registrars maintain accurate enrollment records. At least two previous research reports have demonstrated the feasibility of using these records as primary sources. It is possible to address the longitudinal ethnic proportionality question using those basic references. It is a complicated problem in dynamics, but a valid answer is possible.

In the interim, application of a mathematical process to the district's Racial/Ethnic Surveys makes a preliminary estimation of change possible. The pertinent question is has the change in identified categories between grades 9 and 12 been greater than the proportional change in the class itself between those grades. (For instance, in a hypothetical class of 100 ninth grade students, 40 students, or 40%, are Spanish Surnamed. Later, as a 12th grade class, the total number of students is 83, of whom 32 or 38% are Spanish Surnamed. For the class overall, 17 students were lost or 17%. Among the Spanish Surnamed the loss was 8 students or 20%. A difference this small would be expected to occur by chance alone; therefore, the reduction was not significant.

(Research note: A specific class's net membership changes by addition and loss each year, year after year. Examination of net enumeration does not reveal the extent of replacement of old members by new, or the return of previous members. At this time only gross estimation is possible.)

The Federal Racial/Ethnic Surveys were examined to identify changes in ethnic proportions within a particular class at a specific school from its entry at the 9th grade level until the 2nd month of the 12th grade.

The 9th, 10th, 11th and 12th grade proportional distributions are reported except as noted by school and district beginning with the year 1967. Only Spanish Surnamed and the survey category All Others, which includes everyone except American Asians, Native Americans (American Indians), Blacks, and Spanish Surnamed, are shown; however, the total of all racial and ethnic groups were used to compute percentages.

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1967's 9th Grade to 1970's 12th Grade

(note: in 1968 individual grade parameters were not reported)

Alisal High School

	9th Grade 1967		11th Grade 1969		12th Grade 1970	
	number	%	number	%	number	%
Spanish Surnamed	133	31	109	30.8	107	35.5
All Others	276	64.3	228	64.4	172	57.1
Total Class Enrollment all groups	429		354		301	

North Salinas High School

	9th Grade 1967		11th Grade 1969		12th Grade 1970	
	number	%	number	%	number	%
Spanish Surnamed	55	9.8	95	16.9	56	12.6
All Others	480	85.9	430	76.5	361	81.5
Total Class Enrollment all groups	559		562		443	

Salinas High School

	9th Grade 1967		11th Grade 1969		12th Grade 1970	
	number	%	number	%	number	%
Spanish Surnamed	87	16.2	75	15.1	65	15.6
All Others	420	78.4	387	78	317	76.2
Total Class Enrollment all groups	536		496		416	

District

	9th Grade 1967		11th Grade 1969		12th Grade 1970	
	number	%	number	%	number	%
Spanish Surnamed	275	18	279	19.8	228	19.7
All Others	1176	77.2	1045	74	860	73.3
Total Class Enrollment all groups	1524		1412		1160	

Interpretation of longitudinal change: 1967 - 1970

1. Alisal High School:

   Class Reduction 30%, Spanish Surnamed Reduction 20%

2. North Salinas High School:

   Class Reduction 21%, Spanish Surnamed Reduction 0%

3. Salinas High School:

   Class Reduction 23%, Spanish Surnamed Reduction 25%

4. District:

   Class Reduction 24%, Spanish Surnamed Reduction 17%

1969's 10th Grade to 1971's 12th Grade

(note: 1968 data not enumerated for the 9th grade level; therefore, the 10th grade 1969 was substituted.)

Alisal High School

	10th Grade 1969		11th Grade 1970		12th Grade 1971	
	number	%	number	%	number	%
Spanish Surnamed	166	38.3	144	37.8	101	29
All Others	244	56.4	213	55.9	222	63.8
Total Class Enrollment all groups	433		381		348	

North Salinas High School

	10th Grade 1969		11th Grade 1970		12th Grade 1971	
	number	%	number	%	number	%
Spanish Surnamed	79	17.2	87	14.5	68	13
All Others	339	73.8	465	77.6	409	78.2
Total Class Enrollment all groups	459		599		523	

Salinas High School

	10th Grade 1969		11th Grade 1970		12th Grade 1971	
	number	%	number	%	number	%
Spanish Surnamed	111	21.5	74	16	74	17.2
All Others	373	72.1	358	775	322	74.7
Total Class Enrollment all groups	517		462		431	

District

	10th Grade 1969		11th Grade 1970		12th Grade 1971	
	number	%	number	%	number	%
Spanish Surnamed	356	25.2	305	21.2	243	18.6
All Others	956	67.8	1036	71.8	953	72.8
Total Class Enrollment all groups	1409		1442		1309	

Interpretation of longitudinal change: 1969 - 1971

1. Alisal High School:

   Class Reduction 20%, Spanish Surnamed Reduction 39%

2. North Salinas High School:

   Class Reduction 0% (increased 14%), Spanish Surnamed Reduction 14%

3. Salinas High School:

   Class Reduction 17%, Spanish Surnamed Reduction 33%

4. District:

   Class Reduction 7%, Spanish Surnamed Reduction 32%

1969's 9th Grade to 1972's 12th Grade

Alisal High School

	9th Grade 1969		10th Grade 1970		11th Grade 1971		12th Grade 1972	
	number	%	number	%	number	%	number	%
Spanish Surnamed	274	41.3	242	40	233	42.1	163	35.4
All Others	343	51.7	326	54	383	51.2	271	58.9
Total Class Enrollment all groups	664		600		553		460	

North Salinas High School

	9th Grade 1969		10th Grade 1970		11th Grade 1971		12th Grade 1972	
	number	%	number	%	number	%	number	%
Spanish Surnamed	85	18.5	60	13	67	14.3	65	15.9
All Others	335	72.8	391	82	351	74.8	332	72.8
Total Class Enrollment all groups	460		475		469		410	

Salinas High School

	9th Grade 1969		10th Grade 1970		11th Grade 1971		12th Grade 1972	
	number	%	number	%	number	%	number	%
Spanish Surnamed	122	25.6	94	19	63	13.9	69	15.9
All Others	325	68.1	360	74	354	78.1	343	78.9
Total Class Enrollment all groups	477		485		453		435	

District

	9th Grade 1969		10th Grade 1970		11th Grade 1971		12th Grade 1972	
	number	%	number	%	number	%	number	%
Spanish Surnamed	481	30	396	25.4	363	24.6	297	22.8
All Others	1003	62.6	1077	69	988	67	946	72.5
Total Class Enrollment all groups	1601		1560		1475		1305	

Interpretation of longitudinal change: 1969 - 1972

1. Alisal High School:

   Class Reduction 31%, Spanish Surnamed Reduction 41%

2. North Salinas High School:

   Class Reduction 11%, Spanish Surnamed 24%

3. Salinas High School:

   Class Reduction 9%, Spanish Surnamed Reduction 43%

4. District:

   Class Reduction 18%, Spanish Surnamed Reduction 38%

1970's 9th Grade to 1973's 12th Grade

Note: Ethnic enumeration is not identifiable for grades 10 or 11 in surveys from 1970 forward.

Alisal High School

	9th Grade 1970		12th Grade 1973	
	number	%	number	%
Spanish Surnamed	216	42.9	125	35.6
All Others	264	52.5	203	57.8
Total Class Enrollment all groups	503		351	

North Salinas High School

	9th Grade 1970		12th Grade 1973	
	number	%	number	%
Spanish Surnamed	119	18.7	82	18
All Others	479	73	328	72.1
Total Class Enrollment all groups	637		455	

Salinas High School

	9th Grade 1970		12th Grade 1973	
	number	%	number	%
Spanish Surnamed	128	20.8	43	9
All Others	447	72.7	404	84.9
Total Class Enrollment all groups	615		476	

District

	9th Grade 1970		12th Grade 1973	
	number	%	number	%
Spanish Surnamed	463	28	250	21.1
All Others	1190	72	935	78.9
Total Class Enrollment all groups	1653		1185	

Interpretation of longitudinal change: 1970 - 1973

1. Alisal High School:

   Class Reduction 30%, Spanish Surnamed Reduction 42%

2. North Salinas High School:

   Class Reduction 39%, Spanish Surnamed Reduction 31%

3. Salinas High School:

   Class Reduction 23%, Spanish Surnamed Reduction 66%

4. District:

   Class Reduction 28%, Spanish Surnamed Reduction 46%

Conclusion

A strong warning against casual interpretation of the information presented here as an authoritative indication of a drop-out problem is necessary. Longitudinal decreases in class size and in all of its attendant racial/ethnic components have many sources:

1) Transfer to other school districts

2) Intradistrict transfer to regular high schools

3) Transfer to Mt. Toro High School or New Directions School

4) Transfer to Salinas Adult School

   (This requires the written permission of the regular high school of record and the consent of Mt. Toro that a satisfactory alternative program cannot be worked out there.)

5) Early graduation

6) Runaways and transfers to home teaching

7) Transfer to Special Schools operated by the district and County such as Juvenile Hall School, Natividad Boys' Ranch School, Hospital schools, Probation Department School and others

8) Transfer to city parochial schools

9) Release from school to meet graduation requirements at Hartnell Community College

10) Dropping out (discontinuation of progress towards satisfying high school diploma requirements)

This report does not take into account the influence of any of these variables. This report does demonstrate that the late adolescent period is a tumultuous experience unlike any earlier experience in intensity this age cohort has known. It is apparent from the list of variables that the dynamics have intrinsic and extrinsic origins.

The proper use of this report is as an indication of whether there are grounds to warrant a full-scale investigation of the question.

In conclusion the school drop-out population consists of several subgroups:

1) Those who leave the county or state and do not enroll into a new school, and who do not return to school in Salinas later

2) Runaways

3) Persons who leave school permanently because of marriage

4) Persons who leave school permanently to work and who do not attend Adult School

5) Persons who leave school permanently when they reach 18 years of age

6) Enlistment in the Armed Forces

The question of what length of time must pass before it can be concluded that progress towards a diploma will not resume is unanswerable, except probabilistically. A recent graduate from one of our high schools was a non-graduated member of the Class of 1969. Some drop outs, after completing a four-year hitch in the Armed Forces, have resumed their education. How many earn a diploma while in the service is unknown. The drop-out problem will always have some loose ends.

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